DOCUMENT RESUME

ED 222 493 SP 021 284

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TITLE Professional Organization Profiles. Report of Selected National Professional Associations.
INSTITUTION National Inservice Network, Bloomington, Ind.
PUB DATE 82
NOTE 20p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Delivery Systems; Educational Cooperation; *Educational Needs; Elementary Secondary Education; Human Services; *Information Dissemination; *Inservice Teacher Education; Institutional Cooperation; *Needs Assessment; Networks; *Professional Associations; Program Development; *Special Education

ABSTRACT

Representatives of 20 professional education associations were surveyed through questionnaires and interviews regarding their membership, their perceived needs in the education of handicapped students, professional development and dissemination activities, and collaborative efforts with other groups. This report from the National Inservice Network (NIN) presents a summary of the association representatives' responses to the survey: (1) American Association of Community and Junior Colleges; (2) American Association of Colleges of Teacher Education; (3) American Alliance of Health, Physical Education, Recreation and Dance; (4) American Association of School Administrators; (5) American Federation of Teachers; (6) National Alliance of Black School Educators; (7) American Society of Allied Health Professionals; (8) American Personnel and Guidance Association; (9) Association for Supervision and Curriculum Development; (10) National Art Education Association; (11) Council of Chief State School Officers; (12) ASPIRA; (13) Association of Childhood Education; (14) National Association of Elementary School Principals; (15) National Association of School Psychologists; (16) National Association of Secondary School Principals; (17) National Association of Social Workers; (18) National School Boards Association; (19) National School Volunteers Program; and (20) National Education Association. Included in this report is information on: (1) the needs identification procedures of the associations; (2) the professional activities and developments of the associations; (3) modes of information dissemination (journals, newsletters, etc.); and (4) areas of collaboration between the associations. Recommendations are offered on ways in which NIN can function more effectively to meet the identified organizational needs. (JD)

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PROFESSIONAL ORGANIZATION PROFILES

Report of

Selected National Professional Associations

Developed By

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1982

SP 021 284

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Acknowledgments

On behalf of the National Advisory Board of the National Inservice Network, we would like to extend special recognition to the twenty associations and their executive directors and staff who volunteered their time and shared their experiences to make this report possible.

Additionally we want to thank Louise Appel and Judy Smith for their time and expert assistance in conducting the interviews.

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Process Description

One of the major tasks of the National Inservice Network II (NIN) was to assist interested professional education associations in meeting the needs of their memberships in the area of serving handicapped students. This task was undertaken in an effort to extend the impact of the federal support of regular education inservice (REGI) projects over the past four years and to disseminate the materials developed by all the REGI projects to professional associations that can continue to use them in future professional development activities with their members.

The NIN National Advisory Board, at its October 1981 meeting, generated a list of about thirty professional education associations that potentially might be interested in working with NIN during the year on this task. Representatives of those associations were invited to attend a luncheon in November to learn about NIN and how it might work with them in the coming months. Representatives of seventeen associations attended the luncheon and a number of others indicated interest in working with NIN though they were unable to send a representative to the luncheon.

Interested associations completed and returned a three page questionnaire providing general information about their membership, needs in the area of the education of handicapped students, professional development and dissemination activities, and collaborative efforts with other groups. Interviews to

obtain more detailed information in each of the above areas and to discuss possible work with NIN were conducted during the first two weeks of December. Most were face-to-face interviews for about one hour in the national offices of the professional associations in the Washington, D.C. area. Several interviews were conducted on the telephone.

NIN staff interviewed the following persons in twenty associations:

- American Association of Community and Junior Colleges (AACJC) - Connie Sutton
- American Association of Colleges of Teacher Education (AACTE) - Diane Merchant
- American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD) - Mary Coscarelli and Ray Cizsek
- American Association of School Administrators (AASA) - Jerry Melton
- American Federation of Teachers (AFT) - Carolyn Trice
- National Alliance of Black School Educators - Barbara Jackson
- American Society of Allied Health Professionals - Carolyn DelPolito
- American Personnel and Guidance Association (APGA) - Frank Burtnett, Joe McDonough, and Charles Lewis
- Association for Supervision and Curriculum Development (ASCD) - Ron Brandt

- National Art Education Association (NAEA) - John Mahlman
- ASPIRA - Miriam Santos and Eunice Patxot
- Council of Chief State School Officers (CCSSO) - Peter Dahl and Patrick Martin
- Association of Childhood Education, International - Lucy Martin and James Packer
- National Association of Elementary School Principals (NAESP) - Nancy Poole and Ed Keller
- National Association of School Psychologists (NASP) - Jackie Schakel
- National Association of Secondary School Principals (NASSP) - Scott Thompson
- National Association of Social Workers (NASW) - Molly Freeman
- National School Boards Association (NSBA) - Jerry Floyd
- National School Volunteers Program (NSVP) - Sandra Gray and C.J. Reed
- National Education Association (NEA) - Richard Cortright

Summary of Interview Information

The following summary highlights the information gathered during the course of these twenty interviews.

Needs Identification Processes

The twenty professional education associations used a wide variety of needs assessment strategies and processes ranging from very informal to highly formalized methodologies. Most

organizations used such informal methods as:

- documentation of informational and technical assistance requests from the field,
- need information gathered at workshops, conferences, and other meetings,
- associations staff analysis of membership needs, and
- ad hoc assessment of current interests of membership.

Other more formal assessment strategies used include:

- periodic surveys or inserts via newsletters on specific topics, and
- annual survey of random sample of membership.

Some associations indicated that state and regional chapter offices conduct more systematic assessments of member needs. This strategy was felt to be more appropriate as professional development activities to respond to those needs occur more often at state levels.

A number of associations indicated an interest in NIN assisting them in developing a survey instrument as well as other needs assessment strategies so they could identify more concretely the professional development needs of their members regarding service to handicapped students.

Specific Needs Identified in Handicapped Education

Some associations indicated that the area of providing education to handicapped students is no longer a pressing need for their memberships. Two to three years ago they were responding to more needs in this area. They attributed the

diminishing need in this area to the development of skills on the part of practitioners to provide educational services to handicapped students. Several organizations indicated that the current reduction of impetus at federal and state levels would lead to some backing off of education for handicapped students at local levels, leading to reduced emphasis on this area in the association's professional development activities. Most organizations, however, felt there were ongoing needs in this area to continue to upgrade and enhance their members' skills and knowledge.

Specific areas of need identified and associations interested were as follows:

1. Information on what other associations are doing in the area of handicapped education/ AAHPERD, NASP, NASW
2. Resource list of speakers and materials for conventions and workshops/ AASA, NAEA, Allied Health, APGA, NAESP, NASP, NSVP
3. Printed materials for inservice workshops/ AAHPERD, AASA, AFT
4. Specific teaching skills materials (videotapes, workshops, pamphlets)/ AFT, NASP, ACEI
5. Develop clearinghouse for materials from previous projects/ AFT
6. Video tape development/ ASCD
7. "Traveling" special education exhibit for convention use/ ACEI, NEA

8. "Traveling" seminar to focus on awareness for students, teachers, and parents and specific skill development/ ACEI
9. Help in developing "roving" workshop on special education identified needs for conventions/ NAEA
10. Information on funding sources/ ASPIRA, AAHPERD
11. Technical assistance on effective inservice processes (regardless of subject or content)/ AACTE, AFT
12. Networking with other health professionals/ Allied Health, NASW
13. Developing sensitivity within the professional organization to handicapped members/ NASW
14. Technical assistance on team training for summer "82 training session/ NSVP
15. Developmental onsite assistance at state meetings/ NEA
16. Assistance to states in the development of Comprehensive System of Personnel Development (CSPD)/ NEA
17. Assist in establishing a clearinghouse for state education agency and chiefs on legislative issues concerning handicapped students/ CCSSO
18. Dissemination on the use of volunteers with handicapped students/ NSVP
19. How to help physical educators assess special education students/ AAHPERD
20. How to accommodate special education students in sporting events/ AAHPERD

21. Help develop a survey instrument for members in relationship to special education and general needs assessment strategies/ AACTE, NASW, NSVP, NAEA
22. Help with the development of materials, workshops, etc. for counseling handicapped clients (self-instructional packets, etc.)/ APGA
23. Help with workshops on meeting the needs of bilingual handicapped students/ ASPIRA
24. Non-biased assessment of handicapped students, especially pre-schoolers and adolescents/ NASP
25. Update briefs/articles on selected topics such as:
    -unique learning needs/ AASA
    -P.L. 94-142, Section 504 compliance/ AASA, NSBA, NSVP
    -accessibility for special education students at junior college campuses/ AACJC
    -education of the handicapped, resources and materials/ ASCD
    -updated information on needs, rights, and programs for handicapped students/ ASPIRA
    -how principals can help teachers who are "afraid" of handicapped students/ NAESP
    -how principals can assist with the social integration of handicapped students/ NAESP
    -special education legislation/ CCSSO
    -series of short policy articles/ NSBA
    -parent concerns/ACEI

Professional Activities and Developments

The professional organizations interviewed indicated an extensive variety of professional activities conducted during the course of the year. All have an annual national convention, with professional development activities being a part of the agenda. For instance, AAHPERD held a pre-conference convention on assessment and evaluation of handicapped students. In addition, state, regional and special workshops are held. Several Associations including NEA and AFT have provided workshops and written materials on implementation of P.L. 94-142 and 504 Compliance. Many organizations hold topical institutes on special interests (i.e., AASA's National Academy, AFT's Quest Conference, ASCD's Study Institutes). See following Table.

All of the organizations publish at least one journal with the majority also publishing additional journals, newsletters, topical briefs, and catalogues. Special publications that deal with timely issues are also a major part of the organizations' development activities. For example, the Association for Childhood Education, International (ACEI) published The Most Enabling Environment, a special publication dealing with Special Education in 1979; an entire issue of Principal, NAESP's journal, on the handicapped was a sellout; the Association for Supervision and Curriculum Development (ASCD) and the American Association of School Administrators (AASA) hold separate professional development institutes on special education issues; and IRA has published 16 articles and eight books on handicapped education.

Organization	Role of Members	Dissemination Modes												
		Journal	Newsletter	Briefs	Media	Catalogues	Conventions	National	State	Regional	Topical Institutes	Consultation - TA	Miscellaneous	
AACJC	institutions: presidents of community junior colleges	x	x	x		x		x		x	x			
AACTE	institutions: deans of colleges of teacher education	x	x					x		x	x		REGI	
AAHPERD	health, P.E., recreation, and dance education, and admin., community programs	x	x	x	x	x		x	x	x	Pre-Con- ference Limited			
AASA	school administrators	x		x				x		x	National Academy			
AFT	teachers	x	x		x	x		x	x	x	Quest Conference	x		
Alliance of Black School Educators	black school educator		x					x					Commission Mtg.	

Organization	Role of Members	Dissemination Modes												
		Journal	Newsletter	Briefs	Media	Catalogues	Conventions	National	State	Regional	Topical Institutes	Consultation - TA	Miscellaneous	
American Society of Allied Health Professionals	OT, PT, and speech and language, pediatrics	x	x					x		x	Regional Workshops			
APGA	counselors: school mental health, rehabilitative	x	x	x	x	x		x	x	x	x	x		
ASCD	principals, superintendents, teachers, supervisors	x	x	x	x	x		x	x	x	Study Institute	x		
National Art Association	art educators	x	x	x	x	x		x	x	x	x	x		
ASPIRA	not a professional association	x	x	x		Conferences and forums are held							Research Advocacy	Service

Organization	Role of Members	Dissemination Modes												
		Journal	Newsletter	Briefs	Media	Catalogues	Conventions	National	State	Regional	Topical Institutes	Consultation - TA	Miscellaneous	
CCSSO	chief state school officers			x and letters		3 National Mtgs., legislative, business, staff level						Letters	Study Committee	
Childhood Education, International ACEI	teachers and teacher educators (elementary)	x		x	x	x		x	x		x		Most enabling environment	
NAESP	elementary school principals		x	x	x			x	x	x	Professional Development Institute x		Centerfold Seminars	Pre-convention (7 out of 12 deal with sp. educ.)
NASP	school psychologists, consultants in school	x	x					x	x					

Organization	Role of Members	Dissemination Modes												
		Journal	Newsletter	Briefs	Media	Catalogues	Conventions	National	State	Regional	Topical Institutes	Consultation - TA	Miscellaneous	
NASSP	secondary principals	x	x	x	x	x		x	x		x			
NASW	social workers, school social workers as a sub-group	x	x	x		x		x	x	Traveling	Traveling	x		
NSBA	local school board members	x	x	x	x			x	x			x		
NSVP	school volunteer program coordinator		x	x	x	x					Training Academy	x	REGI	
NEA	teachers	x	x	x	x	x		x	x	x	x	x		

Educ. Policy Social Wkers. Research Service in Politics Dept. Conference

Several of the organizations provide consultation and/or training to their memberships. Training is conducted at all levels - nationally, regionally, and at individual state levels.

A few of the organizations are involved in research. Still other organizations have worked with special federally funded projects. At least five of the twenty organizations were involved with a REGI (regular education inservice) project; those being AACTE, AFT, Allied Health, NASW, and NSVP.

In general, most organizations are very similar in the types of professional activities they conduct, and the format for disseminating information to their memberships; however, it was a consensus that professional development needs were better met at the state and local levels rather than national.

Collaboration Efforts

Many of the organizations interviewed continue to collaborate with other organizations around specific issues, agendas, and items of concern. Several of the organizations are members of the Educational Leaders Consortium (ELC) and the Forum of Education Organizations Leaders, two coalitions of organizations where time and energies are spent on collaborative efforts.

Often specific organizations by their very nature collaborative frequently on many issues, specifically National Association of Elementary School Principals (NAESP) and National Association of Secondary Principals (NASSP).

All of the organizations felt a continued need for further collaboration especially around issues generic in nature.

Summary of Response to Needs

All interview information was collected and disseminated to the National Advisory Board at their December meeting. The board, taking into account the concrete needs of the organizations, the capacity of the organizations to respond to those needs, their readiness to work with NIN and NIN's capacity to respond the needs identified, established three task forces for the National Inservice Network to work with in 1982.

1. A training workshop assisting organizations in assessing their memberships needs. The organizations identified specifically to work with NIN in this effort were National Association of School Psychologists (NASP), Association for Supervision and Curriculum Development (ASCD), American Society of Allied Health Professionals, and the National School Volunteer Program, Inc., (NSVP). This workshop was open to all organizations interested.
2. NIN developed a resource file of materials for teachers from OSE REGI projects funded since 1978 evaluated and validated for effectiveness by teachers and expert panels. Representatives from the American Federation of Teachers (AFT), National Education Association (NEA), Association for Childhood Education, International (ACEI), Association for Supervision and Curriculum Development (ASCD), and American Alliance for Health, Physical Education, Recreation, and Dance

(AAHPERD) assisted NIN on this Task Force.

3. A task force including representatives from APGA was organized around counseling and the handicapped client, and developed a monograph for dissemination.

In addition, NIN issued a call for papers on the topics that the organizations had identified as need areas. Those received were submitted for publication through appropriate professional journals, newsletters and special publications.

The Advisory Board agreed that these four activities would serve to address some of the identified needs from all of the twenty organization interviews. Hopefully, this report will provide both associations and funding sources a starting point for future cooperative activity.